

# Healthy Kids, Healthy Michigan:

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## Guidance on the Implementation and Evaluation of School District Policies to Improve Access to Healthy Foods and Physical Activity





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## **Purpose of This Document**

This document is designed to assist school district teams participating in the *Healthy Kids, Healthy Michigan* project in designing their policy implementation and evaluation plans. General steps as well as specific suggestions for each policy are provided.

## **Completing the Worksheet**

While you go through the steps in this Guidance document, please complete the *Worksheet for the Implementation and Evaluation of School District Policies to Improve Access to Healthy Foods and Physical Activity*. Please mail, email, or fax your completed Worksheet to:

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## **Technical Guidance**

Michigan Departments of Community Health and Education are available by phone, email, and in-person to assist you with developing your plans and carrying out your activities over the next several months. Here are some examples of activities we can assist you with:

- Gathering science-based support to use when making presentations or preparing informational documents;
- Selecting appropriate evaluation plans so that you know how your policy was implemented and if it was effective;
- Making site visits to your district to speak with staff, administrators, etc.

Please contact Shannon Carney Oleksyk at (517) 335-9373 or [carneys@michigan.gov](mailto:carneys@michigan.gov) to request assistance.



## Getting Started: Assessment

### Assessment

1. You completed an assessment of your policies in winter 2008. Before moving onto the next phase, review your districts' answers to the assessment tool. Focus on the policies you have selected for implementation (table 1) and review your School District Action Plan on page 22 of the assessment tool.

**Table 1.** Policies selected by school districts to implement and evaluate based on results from a policy assessment and decision planning tool.

Policy	School District
A la carte food and beverage standards for all schools.	Jackson, Lansing, Taylor
Classroom snacks/rewards standards for all grade levels.	Jackson, Lansing
Concessions/fund-raising/school stores food and beverage standards for all schools.	Taylor (major focus on school stores)
Quality physical education curriculum for all grade levels.	Taylor
Recess before lunch for elementary schools.	Jackson
Vending machine food and beverage standards for all schools.	Jackson

If you are working on the same policy as another district, consider collaborating on developing any materials and/or sharing resources and lessons learned.

2. It is important to think about the current context in which you will implement your selected policies and how that environment may affect implementation. Here are some questions to guide you:
  - a. *Is your policy already included in the local wellness policy? If so, do you know if it is being followed as intended by all school buildings? If not, why not?*
  - b. *What types of information do you have about current school building practices as they relate to your policy?*
3. Think ahead about the types of barriers you may encounter when implementing your policies. By identifying potential problems early on, you can make a plan to address them before they have the opportunity to slow you down. Here are some questions to guide you:
  - a. *How will you address concerns about loss of revenue?*
  - b. *What if students/staff are not supportive of your elimination of popular, unhealthy foods?*
  - c. *What if parents are not supportive of changes to the snacks they provide for classrooms?*
  - d. *Does your district currently have contracts with vendors that don't allow certain types of negotiation? What if they don't offer products that meet your nutrition standards?*
  - e. *Who will be responsible for making sure the policies you implement are being followed?*



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4. Develop rationale and support for your policy. It is important that you understand why this project is addressing childhood obesity through policy change and why the particular policies you are working on are important. Developing a rationale statement or fact sheet will be helpful when others question what you are doing. Here are some questions to guide you:
  - a. *Why is this policy important for your district?*
  - b. *What evidence is there to support that this strategy will be effective in helping kids eat healthier and be more active?*

## Implementation Plan Development

### *Involving your Target Audience*

5. Think about who your policy will affect. Here are some ideas:
  - a. *Students*
  - b. *Parents*
  - c. *Administrators*
  - d. *Teachers*
  - e. *Food service*
  - f. *Other staff*
  - g. *Booster clubs or others that may be receiving funds from selling food items*

You will need to engage the population groups affected by your policy so they are knowledgeable about your policy, they understand the rationale, and they will support your efforts. You may need to find out more information about your populations to do this.

One way to obtain information about people's attitudes, behaviors, and beliefs is through formative assessment. You can collect information to use during your implementation through interviews, focus groups, surveys, etc. If you are implementing your policy in fall 2008, you should conduct your formative assessment as soon as possible.

6. Based on your formative assessment, make a plan to provide guidance and information about your policies to key populations affected. You can do this through newsletters, fact sheets, presentations at staff meetings and to parent groups, etc. Explain what the policy is, who it will affect, why it is important, and how others can get more information. Address common barriers to implementing your policy. These actions should be part of your implementation plan.

### *Developing your Policy Language*

7. Develop your policy language using the assessment tool language as a guide. Remember you should be able to answer 'yes' to the questions about your policy that were asked on the policy assessment tool at the end of the project.



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8. Determine whether your policy should be a separate policy or an addendum to an existing policy. Consider the pros/cons and feasibility of each strategy before making a final decision.
9. Determine how the policy will be accepted by the School Board and how this process works. Here are some questions to guide you:
  - a. *What is the timeline for introducing a policy to the Board and it being voted on? Does the Board meet over the summer?*
  - b. *How to get a policy to the Board to approve?*
10. Make plans for how you will get the policies passed. You should aim to have your policy passed before summer break.
11. Review the implementation strategies in the next section of this document for each policy you have selected. Determine which of these strategies you will use to succeed in implementing your policy.
12. Thinking about the barriers and your strategies, map out action steps for implementing your policy. Include what the action is, who will be responsible, what will be accomplished, the date when the action will be accomplished, and any funds or resources that will be required.

## Evaluation Plan Development

### *Data Collection*

13. Consider the evaluation strategies and indicators for your policies by reviewing them in the next section. Also consider unintended consequences of your policy. Before deciding what data you will need to collect, determine what types of data may already be available to you. Are you able to obtain sales data from a la carte purchases, vending, etc? Are you able to get a list of items ordered for the vending machines?
14. After finding out what data you already have, make plans to collect any additional data you will need to know whether your policy was implemented as intended and whether it was successful. These should be action steps as part of your implementation plan.

## Action Steps in Brief

1. Go through School Board approval process to get your policies passed.
2. Carry out the action steps outlined in your implementation plan. Monitor who is completing the steps and when.
3. Collect your data according to your evaluation plan.
4. Keep a log of lessons learned along the way. What strategies worked well? Where did you encounter challenges?
5. Check in with MDCH regularly for guidance.

**At What Points Should I Check In with MDCH Staff?**

- ✓ When you have written your policy language.
- ✓ When your policy is approved.
- ✓ When you are done with your implementation plan and before you take any action steps.
- ✓ Before and after conducting any formative assessment.
- ✓ When you are done with your evaluation plan and before you collect any data.

We have many resources to assist you, please contact us whenever you need additional guidance or resources!

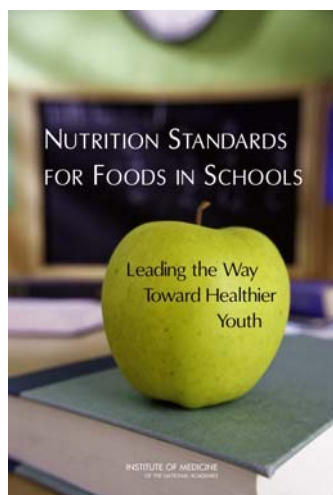


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## Helpful Definitions

**A la carte item:** Any food or beverage sold during breakfast or lunch programs in cafeterias that is not part of the National School Lunch Program or the School Breakfast Program.

**Indicator:** Indicators are measures that track the implementation and effectiveness of a policy. They relate to the components of a policy, the context in which it is implemented, and the expected effects. These measures provide the basis for collecting evidence about the program and serve as the criteria for judging the program. As such, meaningful indicators should be selected as the basis of your evaluation. Examples of indicators that can be tracked include: the implementation of various components of the policy, changes in student or staff behavior, levels of satisfaction with the policy (parents, students, school teachers, and staff), etc.



**Institute of Medicine (IOM) Nutrition Standards:** Eight standards were developed based on nutritional science, for foods and beverages offered in school. Appropriate nutritional standards for the availability, sale, content and consumption of foods at school, with attention on competitive foods are outlined (<http://www.iom.edu/CMS/3788/30181/42502.aspx>).

These standards, referred to as IOM Standards in this document, are a required for implementation as part of this grant. The standards are outlined in the assessment tool you have already completed.

**DECA – (Delta Epsilon Chi Association)** is an international association of high school and college students studying marketing, management and entrepreneurship in business, finance, hospitality and marketing sales and service.





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## A la Carte Food and Beverage Standards

### Implementation Strategies:

- Interview district administrator, food service directors and managers. Determine who has access to information on food production and sales, who is responsible for food ordering, etc. Also assess their perceived barriers to implementing your policy such as fear of loss of revenue.
- Collect baseline information on what foods are offered and when. You can use observation, sales data, or a questionnaire to obtain information.
- Use Institute of Medicine (IOM) Nutrition Standards to develop food service goals (e.g. goal 1: Snacks, foods, and beverages meet the following criteria for fat per portion as packaged-no more than 35% calories from fat, less than 10% total calories from saturated fats, and trans fat free). Define your success using these goals (e.g. achieving 75% of food service goals by a certain date).
- Develop a list of foods that meet the IOM criteria. Meet with the food service director to identify products that meet the Institute of Medicine nutrition standards from their ordering forms. Consider reducing portion sizes of some items so that they fit within IOM Nutrition Standards criteria.
- Conduct formative assessment (e.g. focus groups, taste testing can be included) with students to determine what foods to provide from the list. Provide this information to the food service director.
- Work with the foodservice directors and managers to implement policy goals-provide training to explain changes and enlist support.
- Gain support from teachers and staff to implement changes. Provide teachers with information sheets describing the changes to the a la carte food offerings.
- Collect follow-up information after you have implemented your policy on what foods are offered and when. You can use observation, sales data, or a questionnaire to obtain information.

### Evaluation

#### Data Collection Tools

- Use pre/post questionnaires, observation, or ordering forms to assess the extent that food service goals were completed.
- Collect data on school food service production and food sales records.
- Hold interviews with food service directors, managers, students and principals at schools to obtain feedback on changes.

#### Indicators

- Percentage of foodservice goals met. Report on who met what goals.
- Percentage of items meeting nutrient criteria.
- Number of fruits and vegetable servings available.
- Number of food items not meeting Institute of Medicine standards that were eliminated.
- Number of specific food items sold (e.g. ounces of sugar-sweetened beverages sold, ounces of water sold, number low fat/reduced fat chips sold.)

### References

Cullen KW, Hartstein J, Reynold KD, Vu M, Resnicow K, Greene N, White MA. Improving the School Food Environment: Results from a Pilot Study in Middle Schools. *Journal of the American Dietetic Association* 2007;107:484-489

Whatley Blum JE, Davee AM, Devore RL, Beaudoin CM, Jenkins PL, Kaley LA, Wigand DA. Implementation of low-fat, low-sugar, and portion-controlled nutrition guidelines in competitive food venues of Maine public high schools. *J Sch Health* 2007;77(10):687-693.



## Classroom snacks/rewards standards for all grade levels

### Implementation Strategies:

- Collect baseline information on what foods are being brought into the classroom and when for classroom celebrations, as a reward for academic achievement or good behavior (e.g. candy for answering questions correctly, issuing coupons for food for achievements), or for snacks (group and individual snacking). You can survey teachers, parents, and students. Also assess their perceived barriers to implementing your policy.
- Interview/survey each school administrator (principal, assistant principal) to determine the scale of classroom food practices (determines the prevalence of the practice) in their building and summarize for the district. Also assess their perceived barriers to implementing your policy.
- Use IOM Nutrition Standards to develop classroom food practices goals for classroom celebrations and snacking (group and individual) (e.g. goal 1: Snacks, foods, and beverages meet the following criteria for fat per portion as packaged-no more than 35% calories from fat, less than 10% total calories from saturated fats, and trans fat free). Define success before starting (e.g. achieving 75% of classroom food practices goals by a certain date).
- Research foods that meet the IOM Nutrition Standards and could be used for classroom celebrations and for snacks in the classroom (group and individual).
  - Develop a list of approved food and beverages for teacher use when coordinating and/or monitoring classroom celebrations and snacks (group and individual).
  - Develop a parent friendly list for distribution that addresses classroom celebrations and snacking (group and individual).
- Incorporate non-food rewards into classroom food practices.
  - Adapt resources that outline no to low cost alternatives to using food as a reward and disseminate to teachers.
- Work with the school administrations and teachers to implement policy goals - provide training to explain changes and enlist support.
  - Offer trainings for teachers and interested parents on how to conduct healthy celebrations, implement non-food rewards and monitor classroom snacks
  - Present information to PTA on healthful snacking, non food rewards and classroom food practice goals.
- Collect follow up information after you have implemented your policy on what foods are being brought into the classroom and when for classroom celebrations, as a reward for academic achievement or good behavior, and for snacks (group and individual).
- Conduct follow up interview/survey with each school administrator (principal, assistant principal) to determine the scale of classroom food practices (determines the prevalence of the practice) in their building and summarize for the district.

### Evaluation

#### Data Collection Tools

- Use pre/post questionnaires, surveys, and observation to assess the extent that classroom food practices goals were completed.
- Use worksheets to track non food rewards that were distributed.
- Hold interviews with teachers, students, parents, and principals at schools to obtain feedback on changes.



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## Indicators

- Percentage of goals met. Report on who met what goals.
- Number of celebrations implementing classroom food practices goals.
- Changes to the scale of classroom food practices.
- Number of food rewards distributed.
- Number of non-food rewards that were distributed.
- Pre (07-08 school year) / Post (08-09 school year) photos of celebrations.

## References

Cassady D, Vogt R, Oto-Kent DI, Mosley R, Lincoln R. The Power of Policy: A Case Study of Healthy Eating Among Children. *American Journal of Public Health* 2006;96:1570-1571.

Kubik M, Lytel L, Story M. Schoolwide Food Practices Are Associated With Body Mass Index in Middle School Students. *Archives of Pediatric Adolescent Medicine*: 2005;111:1111-1114.

Whatley Blum JE, Davee AM, Devore RL, Beaudoin CM, Jenkins PL, Kaley LA, Wigand DA. Implementation of low-fat, low-sugar, and portion-controlled nutrition guidelines in competitive food venues of Maine public high schools. *J Sch Health*

Cullen KW, Hartstein J, Reynold KD, Vu M, Resnicow K, Greene N, White MA. Improving the School Food Environment: Results from a Pilot Study in Middle Schools. *Journal of the American Dietetic Association* 2007;107:484-489.



## School Stores Food and Beverage Standards for All Schools

### Implementation Strategies:

- Determine who has access to information on food and beverage sales, who is responsible for food ordering, etc. Interview Marketing/DECA Teacher. Assess perceived barriers to implementing your policy.
- Collect baseline information before you begin on what food and beverages are sold in the school stores. You can use observation or sales data to obtain this information.
- Use IOM Nutrition Standards to develop school store goals (e.g. goal 1: Snacks, foods, and beverages meet the following criteria for fat per portion as packaged-no more than 35% calories from fat, less than 10% total calories from saturated fats, and trans fat free).
- Meet with the Marketing/DECA Teacher to identify current products that meet the Institute of Medicine nutrition standards. Develop a list of food and beverages that meet the IOM criteria.
- Research new products that meets the Institute of Medicine Nutrition Standards.
- Conduct formative assessment (e.g. focus groups) with students to determine what food and beverages to continue to provide from the current products and new items to add, what they are likely to purchase, how much they are willing to spend for specific food and beverages, other non-food items they would like to have available, and potential selling challenges. This could include taste testing. Provide this information to the Marketing /DECA Teacher.
- Tailor products to your customer's needs based on formative research. Market research with school aged (middle school) students has shown that many students will not purchase whole pieces of fruits or vegetables as they perceive them as hard to eat or messy. So, in offering fruit and vegetables, it is helpful if they are served in an easy to eat form. For example, apple slices, banana halves, orange wedges or slices, bunches of grapes, and baby carrots are easy to eat.
- Devote time to marketing. Determine customer (students and staff) wants and needs, provide products (food and beverages) to meet their needs, inform customers on the availability and benefits of products available, and sell products at a fair price.
- Design a marketing plan using the Four P's of Marketing—Product, Place, Price, and Promotion. Tailor marketing strategies to meet needs and desires of target audience (in other words, what motivates teens to purchase fruits and vegetables may be very different from what motivates elementary students to purchase them).
- Define success before starting (e.g. achieving 75% of school store goals by a certain date).
- Work with the Marketing /DECA Teacher to implement policy goals - provide training to explain changes and enlist support.
- Consider reducing portion sizes of some items so that they fit within IOM Nutrition Standards.
- Use product placement strategies for healthy items (in the front of the counter and at eye level or above, so they are in full view by your customer and advertise popular product labels in a window or on a poster to help market “branded products”).
- Gain support from teachers and staff to implement changes. Provide teachers with information sheets describing the changes to the School Store.
- Conduct additional surveys/focus groups as needed to obtain comments or feedback and determine customer's satisfaction.
- Collect follow up information after you have implemented your policy on what foods are sold. You can use observation, or sales data to obtain information.



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## Evaluation

### Data Collection Tools

- Use questionnaires, observation, or ordering forms to assess the extent that school store goals were completed.
- Collect data on school store food and non food sales records.
- Hold interviews with Marketing/DECA Teacher and students to obtain feedback on changes.
- Photos of product placement and displays.

### Indicators

- Percentage of goals met. Report on who met what goals.
- Percentage of items meeting IOM Nutrition Standards.
- Number of food items not meeting Institute of Medicine standards that were eliminated.
- Total number of food items available.
- Total number of beverage items available.
- Number of fruits and vegetable servings available.
- Pre/Post photos
- Number of specific food items sold e.g. ounces of sugar-sweetened beverages sold, ounces of water sold, number low fat/reduced fat chips sold.)
- Revenue data

## References

Whatley Blum JE, Davee AM, Devore RL, Beaudoin CM, Jenkins PL, Kaley LA, Wigand DA. Implementation of low-fat, low-sugar, and portion-controlled nutrition guidelines in competitive food venues of Maine public high schools. J Sch Health

Cullen KW, Hartstein J, Reynold KD, Vu M, Resnicow K, Greene N, White MA. Improving the School Food Environment: Results from a Pilot Study in Middle Schools. Journal of the American Dietetic Association 2007;107:484-489.

All it Takes is Nutritious SEN\$E: Students Encouraging Nutritious Snacks Everyday! Montana Team Nutrition Program.

Dollars and Sense: The Financial Impact of Selling Healthier School Foods. Center for Weight and Health, University of California, Berkeley.



## Quality Physical Education Curriculum for All Grade Levels

### Implementation Strategies:

- Develop a district wide policy indicating the Exemplary Physical Education Curriculum (EPEC) that will need to be taught, number of minutes by level that physical education will be taught, number of days a week physical education will be implemented and number of minutes for each class. Indicate all students will be moving at least 60% of the time.
- Purchase EPEC and train all physical education teachers on the curriculum.
- Interview administrators to determine who is teaching physical education (e.g. classroom/general education teachers or certified physical education teacher).
- Collect information about current physical education curricula at schools. Collect data on if the EPEC is being used at each grade at each school.
- Collect baseline data of the amount of physical education time allocated for each grade at each school, the number of minutes within the allocated time they are instructed, and the number of minutes the students are being active.
- Determine the number of students in the physical education classes.
- Collect data to determine if more than one physical education class is offered at the high school level.
- If more than one class is offered, offer physical education class also as an elective in addition to the high school requirement.
- Educate advisors, staff, and administrators on new physical education policy.
- Collect baseline data on students.

### Evaluation

#### Data Collection Tools

- Use EPEC assessment rubric for pre and post data collection or Fitness Gram.
- Interview administration to see who is teaching physical education.
- Video tape classes to see the number of minutes students are moving.

#### Indicators

- Results of EPEC assessment rubric or Fitness Gram.
- Classroom size
- Teachers trained
- Physical education minutes taught
- Number of students receiving physical education
- Curriculum implemented
- Number of students not taking physical education within a year

### References

Collective Expert Evaluation Reports. INSERM 2001  
Int J Behav Nutr Phys Act 2008 Feb 25;5(1):10.



## Recess Before Lunch for Elementary Schools

### Implementation Strategies:

#### 1. Build support within your school and community.

**A. Within the School**-Educate yourself and your staff, including teachers, aides, secretaries, food service, staff, janitors, etc. It is beneficial to visit firsthand, or at least make contact, with another school administrator that has successfully implemented Recess Before Lunch (RBL) at his/her school. Educate staff on this policy through a school staff meeting. Utilize the teaching materials in this guide for a staff in-service. Make a commitment to stick with it and ride out the first couple of months. School food service staff should be involved from the beginning, as they are key members to accommodating the change. Be ready for some resistance to change and small problems that arise. Keep the benefits in mind-enhanced nutrition, which supports improved behavior and learning.

- **Tip:** It's important to get teachers' input and "buy-in" from the start. Really promote the improvement in children's behavior on the playground and in the classroom, as well as more teaching time in the morning.
- **Tip:** Feedback from food service staff from all of the schools has been positive with no problems reported from their end.

**B. Educate the Parents** -Place a RBL promotional article in the school newsletter or send a letter to parents. Sprinkle RBL information/benefits/tips into the monthly school lunch menu that is provided to parents.

**C. With in the Community** -Share the benefits/concept of RBL at a Parent Advisory Council Meeting, or run an article in the local and school newspaper.

**D. Educate the Students** -Educate the students so that they understand the policy and schedule change.

- **Tip:** Younger kids (K-2) tend to "accept" the change in scheduling better than the older kids initially. Focus groups with students have shown that the younger kids "perceive" the change in a more positive way.

**2. Plan the new recess and lunch schedule.** Meet with all of the staff involved, especially those directly affected by the schedule change (teachers, janitors, aides, food service) to work out the kinks. Realize that the schedule is a work in progress which may need to be revised several times. Scheduling tends to be the biggest hurdle to overcome. Many schools conduct a trial run for several weeks to identify scheduling issues, and then modify it as needed.

- **Tip:** Administrators, who have been successful in implementing RBL policies, recommend looking past the logistics of the scheduling change and concentrating on what is best for the kids.
- **Tip:** Decide where to store cold lunches and lunch tickets/punch cards for easy access.
- **Tip:** Some schools opt to take care of lunch money prior to recess. Others keep the accounting procedure the same. This has not been identified as a potential problem area.

**3. Include a hand washing plan in the lunch schedule.** Hand washing is an important food safety issue that should not be overlooked. Most school schedules are written so that the children come in from recess, put coats away, wash hands, and then enter the lunchroom as a group. Other schools send children directly to the lunchroom from the playground, and provide them a disposable handy wipe or provide access to an instant sanitizer dispenser to cleanse their hands before eating.





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**4. Allow adequate time for the children to eat lunch.** It is recommended that children have at least 20 minutes from the time they sit down with their tray. Keep in mind that the younger students require more time to get through the serving line and to eat. Students must also adapt to being in the cafeteria for 20+ minutes. Many schools find it helpful to use the score clock, if available, to count down the minutes until the students are released back to their classrooms. This helps students gauge how much time they have left. Practice this change with the kids. Initially, the noise in the lunchroom may increase as the students learn to make this behavior change. Over time, schools have noticed an improved atmosphere in the cafeteria as children relearn to eat slowly, relax, and socialize more during lunch.

- **Tip:** Kids are likely to be hungrier and thirstier with this change. Schools may opt to offer a mid-morning snack, along with promotion of the school's breakfast program. Schools are having dispensers of ice water available in the cafeteria to quench thirst. Middle schools may also opt to sell bottled water as part of an a la carte program.

**5. Increase the presence of school staff in the lunchroom initially.** Principals and other school staff should spend as much time as possible in the lunchroom, especially during the first couple of weeks, to practice this new routine with the students. This helps ease the transition into and out of the lunchroom and allows extra supervision as the students learn a new routine. This presence demonstrates support of the RBL policy and the school lunch program, while enhancing the atmosphere of the lunch period.

**6. Cost.** Some of the cost associated with implementing Recess Before Lunch can be Hand Sanitizer Dispensers, plastic totes to transport lunches from the classroom to the cafeteria, and bigger/better doormats for wintertime use. However, many schools have said the cost to implement was zero dollars.

## Evaluation

### Data Collection Tools

- Post surveys with teachers, students, staff, and administrators about the changes.
- Pre/post observation of recess.

### Indicators

- Time available for students to eat.
- Noise levels in cafeteria.
- Measures of plate waste.
- Number of minutes of active play.

## References

Montana Team Nutrition. Recess Before Lunch: A Guide for Success. Available online at: <http://www.opi.state.mt.us/schoolfood/recessBL.html>





## Vending Machine Food and Beverage Standards for All Schools

### Implementation Strategies

- Consult with the food service director or manager responsible for stocking vending machines. Obtain a list of current items for sale and current sales data if possible.
- Determine who the money from sales goes to.
- Meet with the vending machine food and beverage provider to identify products that meet the Institute of Medicine nutrition standards.
- Create a list of snack items that fit with the Institute of Medicine criteria. Meet with the food service director and provide them with a list of foods that meet the nutrition criteria. Provide this list to the supplier who stocks the vending machines and give them specific instructions to only stock these items from your policy implementation start date and forward.
- Make presentations describing the vending policy (guidelines, standards) to school administrators, faculty and staff before you start your policy implementation efforts.
- Get information about the vending policy changes out to parents through sending letters home with students, writing in school newsletters, and making announcements at school and parent events.
- Determine who has control over when vending machines are on and off during the school day. Determine who is the appropriate person to turn these machines off. In some studies, that person was the principal.
- Conduct formative assessment with students to determine their preferences for snack items meeting the nutrition criteria.

### Evaluation

#### Data Collection Tools

- Collect information on the number and type of vending machines available, when these vending machines are on throughout the school day, and who has access to them.
- Percentage of items meeting nutrient criteria.
- Number of fruits and vegetable servings available.

#### Indicators

- Total number of vending machines.
- Number of vending machines with restricted access during the day.
- Total number of food vended items available.
- Total number of beverage vended items available.
- Percentage of items meeting IOM Nutrition Standards.
- Total number of items available from each machine.
- Total number of items sold from each machine.
- Revenue data for vending machines.

### References

Whatley Blum JE, Davee AM, Devore RL, Beaudoin CM, Jenkins PL, Kaley LA, Wigand DA. Implementation of low-fat, low-sugar, and portion-controlled nutrition guidelines in competitive food venues of Maine public high schools. *J Sch Health*

Suarez-Balcazar Y, Redmond L, Kouba J, Hellwig M, Davis R, Martinez LI, Jones L. Introducing systems change in the schools: the case of school luncheons and vending machines. *Am J Community Psychol* 2007;39:335-345.